

CHAPTER I

INTRODUCTION

This chapter presents some issues related to the topic of the research. It includes the background of the research, problems of the research, objectives of the research, the operational definition and significances of the research.

1.1 Background of the Research

In Indonesia, English is a foreign language and taught to the students as a compulsory subject from junior high school up to university levels. Therefore, English must be taught to all junior high school students in Indonesia. English has four language skills which must be learnt and mastered by learners. The four English skills are listening, reading, writing and speaking. In addition, it has three language components covering grammar, vocabulary, and pronunciation. Listening is the first thing before people can speak, read or write. By listening people can hear the words and how to say the pronunciation of the words. Moreover, listening is the first language skill that the children acquire (Guo and Wills, 2006:3). Through listening, students can recognize and learn the sound system of how to produce English words properly. Gilman and Moody (1984) as quoted in Vandergrift (1992:2), state that adults spend 40%-50% of communication time in listening. That is why listening plays an important role in the English language teaching. Akufa (2012:2) states that in listening, the most important element and fundamental is the ability to understand what the speaker has said. It means that the information from the speaker must be absorbed well by

the listeners. Vandergrift (1999:168) states that among the aspects of listening are discriminating between sounds, understanding vocabulary, and grammatical structures, interpreting stress and intonation, retaining what is gathered and interpreting it within the larger socio cultural context of the utterance. The idea tells that the listeners need to comprehend many aspects while listening to get the information given by the speaker.

After observing the teaching learning process and doing the informal interview with the English teacher of the eighth grade students at SMPN 13 Jember, it was found that the eighth grade students were divided into eight classes. They were VIII A, VIII B, VIII C, VIII D, VIII E, VIII F. The English teacher said that the students in VIII D had the most problem in listening achievement with their mean score of 58. This score is below the school standard score requirement that is 77. In addition, the English teacher claimed that the students in that class (VIII D) were not only less motivated in joining the teaching learning process in listening but also difficult to comprehend, because their lack of vocabulary.

In the interview with the English teacher as a preliminary study, it is found that the students had problem in learning listening comprehension. It can be seen from the students' average score in English which was 58, whereas the minimum standard requirement score was 77. And the English teacher said that she never used video especially cartoon video in teaching learning process. In this research, the researcher is going to use cartoon video as media in teaching listening.

According to Galacher (2003) one type of video that can be used in teaching and learning listening is animation or cartoon video. Harmer (2011 :144) states that

the video to be used in teaching learning process should be relevant to the students' level and interest.

Many researchers did a classroom action research by using video. One of them is Shindy (2013:xii) who conducted a classroom action research about the use of cartoon video in reading comprehension achievement and the result of her research revealed that teaching reading comprehension by using cartoon video can improve the students' reading comprehension achievement and their participation in the teaching learning process.

From the result of the previous researches above, cartoon video is presumably one of the good media in teaching and learning listening comprehension because it could improve both the students' reading and listening comprehension achievement. The differences between this present research and the previous first research are on the research subjects, research area, and kind of language skill.

Based on the ideas above, a classroom action research entitled "Improving The Eight Grade Students' Listening Comprehension and Active Participation By Using Cartoon Video At SMPN 13 Jember in the 2015/2016 Academic Year" will be conducted.

1.2 Problems of the research

Based on the background of the research above, the problems of the research are formulated as follows :

1. How can the use of cartoon video improve the eight grade students' listening comprehension at SMPN 13 Jember in the 2015/2016 academic year?
2. How can the use of cartoon video improve the eight grade students' active participation at SMPN 13 Jember in the 2015/2016 academic year?

1.5 Objectives of the research

Based on the research problems above, the objectives of the research are :

1. To know the use of cartoon video can improve the eight grade students' listening comprehension at SMPN 13 Jember in the 2015/2016 academic year.
2. To know the use of cartoon video can improve the eight grade students' active participation at SMPN 13 Jember in the 2015/2016 academic year.

1.4 The operational definition of variables

Operational definitions are a guideline to understand the key terms used in the title of this study. The terms defined operationally are listening comprehension and Cartoon Movie.

1. Listening Comprehension

In this research the listening comprehension was the students' understanding and comprehension of the cartoon movie spoken by the speaker. The students should know what the topic of the cartoon movie. Besides, they also could answer specific information of 5 W and 1H

comprehension question that are *when, where, what, why, and how* something happened and *who* did it

2. Cartoon Video

Cartoon video is one of the alternative media that can be suggested to teach English for listening. Cartoon is a film made by photographing a series of cartoon drawings to give the illusion of movement when projected in rapid sequence.

1.5 Significance of the research

The results of this research are expected to be useful and give some contributions to these following people .

1. The Students

Hopefully, the result of this research can be useful to improve the students' active participation in the teaching learning process of listening. The use of cartoon video as media in teaching listening can make students have better listening comprehension.

2. The English Teacher

Hopefully, the result of this research can be useful for English teachers as a reference and an information by using cartoon video for teaching listening.

3. The Future Researcher

Hopefully, the result of this research will be useful for future researches as a reference and source of information to conduct their research in education.

1.6 The scope of the Research

This research is conducted at SMPN 13 Jember. It is limited to one class that had specific problem in students' listening comprehension achievement and active participation. That is VIII Grade at SMPN 13 Jember in the 2015/2016 academic year.